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In a handbook prepared for use in workshops on migrant education, suggestions for improved English language programs for migrant children and their parents are presented, along with in-service education recommendations to help teachers gain skills required to teach English as a second language. A health and nutrition program for disadvantaged migrant children is outlined which emphasizes practices in the school which are needed to promote establishment of good health habits. The duality of certain American values and the school's role in value learning are examined. The importance of operational values such as personal independence and group cooperation, and the importance of helping the disadvantaged child to develop his own value system are emphasized. (DA)

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H A N D B O O K

--- for Teachers of Agricultural Migratory Children

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Prepared for use in workshops on Migrant Education
The Center for Teachers of Migrant and Disadvantaged Children
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PREFACE

The major purpose of schooling in any society is to pass on to its members those qualities and competencies of its culture it holds important. In the United States today, it is evident that some segments of our people is being wholly or partially missed by this purpose. In our rush to become "Americans" we are leaving ever-increasing segments of people out of this good life we cherish.

The "limited" people, and particularly their children, have been called many names and are of many segments of our culture. Major efforts are being made to improve educational opportunities for the children of migrant agricultural workers. Some support from foundations has highlighted efforts to work with educational improvement programs in large urban areas for groups of children in deprived situations. The integration and civil rights movements have focused increased attention on Negro people and the problems of their education. Increased awareness by cultural groups, such as the Spanish-speaking Americans, of their voids in "the American way of life" have moved them to group actions in search of answers to their problems in education. Herein, the term "disadvantaged" is used to represent those children who are in enviroments which transmit culture behaviors that are outmoded or, in some way, inadequate for fulfilling a full life in the general American way. Included would be groups disadvantaged, culturally deprived, alienated, transient, and educationally deprived children.

The disadvantaged are to be found among many people who have and use only a portion of the complete dominant culture. Some of these people have only a limited folk culture. The disadvantaged of partial adequacy is compounded when it represents competency in only a segment of the behavior of another normally complete society.

Folk culture of the Spanish southwest, as represented by many people we call Spanish Americans, Mexican Americans, or Latin Americans, doesn't always match current American Society. As such it represents an arrested version of folk culture with many of the positive attributes mission because its development has been outside of the culture from which it came. In addition, these groups of Spanish American culture people are moving into a society which is itself in transition and thus lacking in many relationships contained in their former ways of life.

The Negro culture presents a very confused picture to almost any observer outside the area where Negroes are an influence Folkways borrowed from the South, as well as newly created cultural patterns, have rendered large segments of the Negro population functionally inadequate. The segregation in the rest of the United States has created problems that require, in a large measure, local effort in their solutions. It appears that, basically, Negroes want respect rather than tolerance. They desire the right to become adaptable to as well as to become compatible with the dominant groups in American culture.

Other groups face similar problems. Various American Indians, Puerto Ricans and newly arrived immigrants represent people striving to join the maninstream of culture in the United States. The degree of ease or difficulty in acculturating to the American societal forms is often influenced by the similarity orlack of similarity of the system of values brought from the previous cultural association.

It might be said that "disadvantaged" children are "in transit". Whether they are in the process of culturation in their native culture or in process of acculturation from a traditional minority culture to a donimant one, the need for new learning is great. In the latter situation there maybe need for discard of patterns and values already fixed in them from an out dated culture. They and their parents find themselves at the crossroads of American cultures. Negative influences of our culture confuse them as viewed against many of our positive values. The disadvantages are left out of various subtle procedures used daily by the dominant culture groups. They many "know their way around" in their own culture but haven't learned the expectations of many ways of the major current American life. They may be able to operate with limited effectiveness by rote and extrinsic mastery of the new, but until a complete internalization is accomplished they can not operate as self initiatory entities in the new culture.

The American school system does indoctrinate "general American" culture forms. As this occurs it is helpful to analyze carefully our current efforts to make our children's lives more pluralistic. All Americans, advantaged and disadvantaged, are in a common struggle to build excellence into their lives so that all may become competent in an ever-changing culture. The coming challenge for educators is to Provide disadvantaged children the necessary abilities to blend into the main stream of contemporary culture.

The improvement of education for the disadvantaged, be they culturally, educationally, ethnicall, or situationally at a disadvantage, will insure a stronger, more productive and better integrated American with abilities for affirmative performance.

INTRODUCTION

There is general recognition among Americans that a considerable segment of our population is "culturally disadvantaged". It might also be said that many are "economically disadvantaged even though per-family abundance of material things is greater now than ever before in the history of any peoples. Certainly, to understand and treat with the problem of "disadvantage" it is necessary for all of us to have some common understandings of what it is we are talking about.

Where is the line between "advantage" and "disadvantage"? What are the standards for comparison? Do the standards relate to quantity, or, to quality? Of what?

Culture, itself is a very inclusive word. When "we" are considering the "culturally disadvantaged" child are we not really thinking of the child who has not developed the knowledges, the understandings, the abilities to adjust his behavior to meet <u>our expectancies</u>?

When the Appalachian foothillers move to Chicago, the "uptown Chicagoans" may scorn some of the practices the new arrivals seem to enjoy--bare feet about the house, "settin' and talkin'" of an evening--instead of more active responses to the activity opportunities of the city. Shoeless feet were acceptable to the economy, the climatice enviroment, and society in the Appalachians; but, in a city with hot pavements, crowded walk areas, and somewhat more sophisticated expectancies covered feet are the norm. Behaviors that are acceptable to one group may not be compatible with the standards of another group.

So the matter of disadvantage is a relative one. In the thinking of most educators a child is considered "culturally disadvantaged" if he is unable to conform to present group expectancies; the group that he is now of, or is becoming a member of. The disadvantage is compounded if the child continues to show inability to make adjustment to the point where he becomes inconspicuous through his ability to conforming responses.

Views seem to be changing regarding the intelligence capabilities of disadvantaged children. Rather than being victims, by nature, of low intellectual capacity, it well may be that many are victims of low-level enviromental nurturing. If the viewing, relationing, and experiencing of a child have been with actions and things prosaic, dull, flat, and unimaginative he can hardly be expected to possess ability or stimulation for applying high valuation or aspiration to anything about him.

What abilities are needed by a child that will allow him to overcome his disadvantages? Primarily, perhaps, he needs to have the basic knowledges and skills of an elementary education plus a developed awareness that will allow him to appraise the expectancies of any social situation that confronts him. With this additional "ability in social analysis" his observation can be applied to value appraisal, folloed by decision on how to meet the standards expected by a particular group. If a child has developed in a rote conformity situation, he may have to be taught the how, why, and what for learning, observing and practicing behavior that are different from those already possessed.

Culturation, itself, is a complex process. Every experienced and enviromental circumstance during a person's life contributes to his culture abilities and responses whether they be related to behavior in relation to people or in relation to things. A serious question is raised when one asks: "What is the school's role in the culturation of a child?" The American public school does accept and assume much responsibility for the development of cultural competence in children. The amount of effort to be exerted by the school, possibly, might be indicated by an estimate of the degree of cultural transmission from the family and the peer enviromental influences received by the child. Families of the "culturally-limited" groups often transmit their limitations to their children, and thus, tend to perpetuate limitations. When educators speak of the "heeds" of a child there is usually a connotation of the degree of behavioral competency included with an estimate of achievement in scholastic skills. If a complete appraisal of a child can be made and he is found to have deficiencies in the area of cultural competencies, the question which must be answered is: How may the school aid the child to achieve greater levels of (social) competence? This workshop report is the result of one group's efforts to consider the problem and put down some of its views about how the responsibility might be met.

The dynamic, mobile society of America today is charaterized by its continuing change. An individual raised in a limited environment and accustomed to react in provincial manner may be too static to respond to other societal circumstances when he has been co pelled to move away from the area of familiar patterns. Even in vocations an ability to "get along" with fellow workers can be as important to successful accomplishment as adequate vocational skills which permit the required performance.

The education process is all-inclusive. Every experience, every environmental relationship contributes to the growth, static, or negativisom of an individual. Not only knowledges

are needed, but the art of knowing, understanding, and ability to self-adjustment are essential possessions of the individual who is to achieve "convenient conformity abilities". Achievement of the quality element in performance is as essential as knowing and using the form.

The workshop members hope that their efforts will not be beneficial only in their own work with children, but, also, will contribute, in some degree to greater understanding by those who use this guide. It is realized that the format of this report could be improved; however, the concentration was on concenses of individual's ideas which are much more essential. We know that herein lies the real benefit.

PROVIDING OPPORTUNITIES FOR DISADVANTAGED, ed. by Alfred M. Potts, Neil Sherman & Roy McCanne, in cooperation with the 1963 Adams State College Migrant Education Workshops.

GLOSSARY

Aberration--deviation from the normal type.

Acculturate--to cause to change through acculturation.

Acculturation--A process of intercultural borrowing marked by the continuous transmission of traits and elements between diverse peoples and resulting in new and/or blended patterns especially the resultant modification occurring in a less advanced society through direct and prolonged contact with an advanced society--distinguished from assimilation. (2) Process of socialization.

American concept-- the idea of self-determination, the freedom and responsibility of the individual to make of himself what he will and thus contribute to the pattern of democratic order and its pluralistic society.

Assimilate--to absorb into the cultural tradition of a population or group (the community assimilated persons of many nationalities.)

Assimilation--Socio-culture fusion wherein individuals and groups of differing ethnic heritage acquire the basic habits, attitudes and modes of life of an embracing national culture.

Behavior Competence--the ability of a person to respond to all the factors of his environment in a manner to achieve desired results. The quality of the behavior is determined by the measurement of the behavior against the set of cultural values accepted by the social group in which the behavior is performed.

Cultural change--modification of a society through invention discovery or through contact with other societies.

Cultural competence--implies property or means sufficient for providing for the necessities, the conveniences of life, and the knowledge and skill abilities to perform with success in the social and complex of society.

Cultural crossroads--the coming into contact with a different or dominant culture by an individual who already possesses a base in the social or primary culture

Cultural void--the lack of knowledge of the form or pattern on the response expected by the particular cultural

group to an environmental stimulus; or the difference between two cultures, wherein elements of each stand unrelated to the other.

Culture--that comples whole which includes knowledge, belief, art, morals, ethics, law, customs and other capabilities acquired by man as a member of society. (E. B. Taylor 1872) It is also the act of developing or increasing skill abilities by education, discipline and social experience.

Education--is the acquisition of the art of the utilization of knowledge. (Alfred North Whitehead)

Education--then, is acquisition of the knowings, skills, and processes that develop ability for competent performance in a society's culture. (Alfred Middleton Potts, II)

Empathy--the capacity for participation in or a vicarious experiencing of another's feelings, volitions, or ideas.

Enculturation--the process by which a person learns a traditional culture (as the one he is born in) and assimilates its practices and values.

Need--Physiological or socio-cultural void or inadequacy within an individual that is relative to requirements for the maintenance of stable social conditions among groups with respect to various factors and forms of generalized activity.

Pluralistic society--A society composed of multiple frames of reference inits socioeconecultural forms which operate as a democratic social order. Such a society is the opposite of a totalitarian or monolithic society. It contains and protects many religions, many philosophies, many ethnic groups, and different peoples trying to live by variant patterns to achieve individual and group life objectives. It is marked by dispersion of power.

Quantitative reasoning--the ability to think and solve problems in both concrete and abstract quantities.

Self-resolving--capable of analyzing own problems and reaching conclusions that are based upon the standards acceptable in the cultural setting of the problem.

Transculturation--a process of cultural transformation marked by the influx of new culture elements and the loss or alteration of existing ones. --Compare acculturation.

Value system--consists of those standards molded from a relative environment concerning things held to be functional, beautiful, and sacred, and the manner of promoting and protecting those standards.

CHAPTER 1

ENGLISH AS THE TARGET LANGUAGE

TEACHING ENGLISH AS A SECOND LANGUAGE[1]

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"An increasing number of migrant children come from homes where English is not the native language. These children have special educational problems. Recent interest in teaching foreign language in the elementary schools has made a body of research available which may eventually help in the solution of this problem. It has been common practice to 'Give them a year to learn English'. After this year, children who speak Spanish at home are expected to do about the same school work as English-speaking children and are often classified as 'retarded' if they are not successful. Language experts tell us that learning a foreign language in school requires an unbroken sequence of eight or ten years of study. Since English is used all day, Spanish-speaking children in our schools would probably not need so long a sequence to learn English, but schools should study the possibility or providing opportunities for planned, sequential study of English using audio-lingual methods and modern materials and equipment for

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[1] Based on recorder's notes of discussion group at Conference on Families Who Follow the Crops, Visalia, Calif., March 1-2, 1962

Spanish-speaking children throughout the primary and middle grades."

Following presentations by members of the resource group and general discussion, these recommendations were made:

1. Special efforts should be made to help children who do not speak English as their mother tongue to feel that they are part of the school and all of its activities. An atmosphere should be created to be willing and anxious to learn.

2. These girls and boys should be placed in classrooms with children of approximately their own age and size. Representatives of one school reported that regardless of academic grade placement no child was ever retarded more than two years.[2] (Ed. note: i.e. placed more than two years behind chronological age - grade)

3. Parents should be helped to understand the purposes of the school and the importance of regular attendance. The child;s own culture should be treated with respect at all times. (Ed. note: To do this the teacher must know about the principles of cultural differences.) Children should not be forbidden to speak their native language, but should be encouraged to speak English, and given systematic instruction so they can do so easily and effectively.

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[2] "The Administrator Looks at Grouping", California Journal of Elementary Education, Volume XXVII, No. 2, November 1958 pp. 116-122.

4. Learning a language follows a specific sequence: understanding, speaking, reading, and writing. Reading and writing should be delayed for children who have an inadequate background in English, and experiences in understanding and in speaking should be greatly expanded.

Experiences in understanding include the building of concelpts. Many children fail in reading because they have not had the experiences which give meaning to the written word. Short story trips planned to develop meaning for a selected group of words or ideas have been effective. For instance, children may visit a new house which is being built, and learn such words as roof, carpenter, lumber, nails, concrete. These experiences are more effective when the children can go in groups of not more than five accompanied by a person who has been instructed in the concepts and vocabulary to be developed. Frequently, the help of members of the community or of older children can be enlisted for this service.

Film strips, recordings, flat pictures and a wide variety of objects which can be handled and named, are also effective means of building concepts and vocabulary. The children must have many chances to talk freely so they can formulate and practice what they are learning. School terms such as drinking fountain, black top, lavatory, eraser, chalk, crayon can be readily taught by utilizing the immediate environment. (Ed. note: Related to concept and vocabulary building one should recognize the importance of learning the particular

and general semantic of words, terms, phrases.)

The building of concepts, is a gradual process and sufficient time must be given for the children to develope a story of understandings before reading is introduced.

5. Schools serving children for whom English is not the mother tongue, should plan a sequence of language development which extends through the elementary and secondary schools. Many children <u>appear to understand much better than they actually do understand</u> and the effect of living in two languages extends into adult life. Foreign language experts recommend a twenty minute period of instruction daily for eight or ten years in order to achieve reasonable facility in the target language. When English is the target, language, many schools have left instruction to chance and great wastage of human potential has resulted.

6. In-service education opportunities should be provided to help teachers attain the attitudes and skills necessary to teach English as a foreign language. A school philosophy should be developed which recognizes the seriousness of the problem. All personnel should understand the importance of understanding and speaking English beforecompetence in reading and writing is expected.

"DEVELOPING COMPETENCE IN WORD PERCEPTION"

Phonics

A. Sterl Artley
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(Presented at the Reading Workshop, Adams State College, August, 1965)

In the speech department of the University one may take a course in American Phonetics. This course, a very interesting one, deals with the scientific study of speech sounds and how the sounds are produced or articulated. One learns the International Phonetic Alphabet (IPA) which is a means by which the speech sounds may be symbolized. Speech sounds are classified as to how they are articulated, and sectional and geographic variations are analyzed.

When the science of speech sounds is applied to reading and spelling we have phonics. In phonics one is concerned with the sounds of the spoken language (phonemes) and their graphic forms (graphemes), or, said more simply, with speech sounds and the letter orletters of the alphabet that signify these sounds. Once the reader learns to associate sounds and symbols, he is then able to use this understanding as an aid in turning an unknown word, or a word not recognized immediately as a sight word, into its spoken counterpart. Assuming that the spoken form is in his meaning vocabulary we may then say that he has perceived the word. This is phonics.

The English language has many interesting characteristics. One that we are concerned with in our study of phonics is that it is possible to record the sounds of our spoken language through the use of an alphabet. Regardless of what we say or the number of words we use, the speech sounds that are involved in these words may be recorded through the twenty-six letters of our alphabet. This is in sharp contrast to the Chinese language, for example, where a stylized picture must be drawn to indicate each idea. Here there must be as many pictures (ideographs) as there are ideas, a fact which makes the Chinese language very difficult to learn to write. In English twenty-six letters do the job.

But once we begin to use our alphabet to transcribe the sounds of our spoken language there arise several confusing situations. The first is that there are more phonemes in our language than there are letters of the alphabet. Though linguists do not agree completely on the number of phonemes comprising the English language, we shall refer throughout this discussion to <u>forty-three</u> (in due course of time we shall study each one). In other words, the forty-three basic speech sounds must somehow be recorded with twenty-six letters. Obviously some of the letters have to double in brass. Take one example. The letter <u>a</u> signifies the sound that one hears in pl<u>a</u>te, f<u>a</u>t, f<u>a</u>ther, and c<u>a</u>re--four different sounds recorded with the same letter. This is one of the things that makes the reading of English Difficult, for the question confronting

one who is learning to read is, "Which sound shall I use when I see the symbol a in an unfamiliar word?" If our language had as many word sounds as symbols or as many symbols as sounds so that there would be a point-to-point relationship between them, the pronunciation of unfamiliar English words would be relatively easy, for one would always know, given a particualr letter, what sound to associate with it in a word. This kind of relationship is the case in some languages, Italian for example, where there are twenty-seven phonemes and twenty-seven graphemes, or in Russian, where there are thirty-six symbols, designating thirty-four phonemes. These languages, we say, are phonetically regular, or nearly so, while the English language is phonetically irregular or inconsistent.

Then there is another characteristic of our phonetic system that makes for difficulties in both spelling and reading. That is, a given phoneme may be indicated with a number of different spellings. In fact, there are about 250 ways of indicating the forty-three phonemes. Take for example, the sound of a that you hear in the word plate. We call this the "long" sound of a. But notice the various ways that this same sound is indicated in these words--steak, gauge, veil, obey, bay, straight, and freight. Here agin the novice reader may legitimately ask the question, "How am I to know that eigh and au have the same sound, and that they indicate what one hears in the word plate?" And as for spelling, you can see the problem when one says, "I know that

the word I want to spell has in it a long a sound, but should I indicate it with ea, au, or ay?" And so it goes. It is no wonder that some children have trouble with reading, to say nothing about spelling.

Vowels and Consonants--their differences

The twenty-six letters of our alphabet may be divided into two groups--vowels and consonants. The vowel letters are a, e, i, o, and u (sometimes w and y also serve as vowles). The remaining twenty-one letters are consonants. Vowels sounds are differentiated from consonants sounds, first, in the way they are articulated. Vowel sounds are made with an unobstructed column of air passing over the vocal cords. For example, the difference between the sound of a in the word fate and the sound of e in the word met is an articulation difference that has its origin in the throat.

Consonant sounds, on the other hand, aremade by modifying the air column by the lips, teeth. tongue, palate, or cheeks. For example, in articulation the sound of p as in the word Pin, the lips are closed and the air column is momentarily closed off. In articulating the sound of f as in fun, a fine column of air is passed between the teeth and the lower lip, while with g as in gun, the soft palate aids in forming the sound.

Then too, vowel sounds are differentiated from consonant sounds by virtue of the fact that the consonants are relatively stable or consistent. The letter l, for example, indicates

the sound that one hears in the word like, little, or flake. Whether the letter appears in the initial, final or medial position in a word, or regardless of the vowel following it, the sound is essentially the same. This is not the case for all consonants, as we shall see later, but it is for most of ch m. The same vowel letter, on theother hand, may designate several different sounds. The vowel letter u may indicate one sound in the word union, and still others in us, pull, and rule.

Furthermore, consonants may be differentiated from vowels because of the function that each serves. Consonants provide the identifying framework for a printed word, while vowels serve as bridges between the consonants or consonant groups. One would have little difficulty in identifying a word from which vowels were omitted, but it would be very difficult to tell what the word is if the consonants were missing. Ch_ldr_n could easily be identifies as children, but who could guess the word __i___e_?

The forty-three phonemes--consonants

We are now ready to consider the basic building blocks of our spoken language and the symbols used to indicate or designate them. Let us begin with the consonants. Keep in mind, now, that we shall be referring to both letters and sounds. The two are not synonymous. (The alphabetical letter l, for example, would be pronounced "el", but it

would stand for the sound one hears at the beginning of the word like.

First, we shall consider a group of single consonant letters. In each case we shall indicate a word in which the sound is hear.

Consonant letter	Words in which sound appears	Other sounds indicated by this letter
b	big, fib	
d	do, sad	(t) stopped
f	file, off	(v) of
g	go dig	(j) gym
j	jug	
k	king, like	
l	long, doll	
m	man sham	
n	no man	
p	pin, slip	
r	row, far	
s	sift, bus	(z) is (sh) sugar
t	top, bat	
v	vest, revive	
w	water	
y	yes	
z	zest, buzz	

So far we have accounted for eighteen phonemes. But before going on to another group, notice that some consonant

letters are missing from the above list, namely, c, q, and x. The reason that these three letters are not included is that they do not designate a sound that is different from those that we have already accounted for above. C may indicate either the s phoneme (city, or cent, or the k phoneme- cat, cut), and both of those phonemes (s and k) are already accounted for above. Q stands for the consonant combination kw as in quick, and x stands for the ks or gz as in fox or exact. So for all practical purposes c, q, and x might be dropped from the alphabet, since we have other letters to indicate these sounds.

Now to continue with another groups of phonemes. It so happens that our language requires another group of modified sounds of sonsonants for which we have no singleletter. So we put two consonants together to indicate six sounds. These groups of two-letter combinations we call speech consonants or consonant digraphs. There are:

ch	chop, beach
sh	show, cash
ƭh (voiced)	ƭhis, baƭhe
th (unvoiced)	thin, both
ng	ring
zh	measure, garage

Notice that these two letters indicate one speech sound or phoneme. These letter groups occurring in words must always be thought of as indicating one sound, not two.

Before going to vowels, observe how some of the consonant letters may be combined in our language. As was indicated above, a single consonant letter or a digraph may designate a single speech sound as in pat, win, or church (remember ch stands for only one sound). However, in some words two speech sounds are very closely blended as in the word flat, place, or snap. One actually hears two sounds, but they are very closely associated. These are called consonant blends. We have a number of these two-letter combinations--cl (climate), gl (glass), br (breeze), fr (fry), sk (skim), sw (swim), and nd (sand). There are also a few three-letter blends--thr (three), spr (spring), spl (splash), scr (scrap). and shr (shrill). These are only examples. There are still others.

Continuing with the phonemes--vowels

Vowels need not be much more confusing than the consonants. However, we are going to find several speech sounds indicated by the same letter.

Vowel Letter	Sounds indicated	Example
a	$\bar{a}$ (long)	$\bar{a}$te
	$\breve{a}$ (short)	$\breve{a}$t
	$\ddot{a}$ (dieresis)	f$\ddot{a}$ther, f$\ddot{a}$r
	$\hat{a}$ or $\tilde{a}$ (circumflex or tilde)	c$\hat{a}$re, c$\tilde{a}$re
e	$\bar{e}$	$\bar{e}$at
	$\breve{e}$	$\breve{e}$nd

i	ī	īce
	ĭ	ĭt
o	ō	gō
	ŏ	spŏt
	ô	ôff, ôften
u	ū	ūse
	ŭ	ŭp
	ü	rüle, boot (büt)
	u̇	u̇t, foot (fu̇t)
	û	bûrn, her (hûr)
		fir, (fûr)

Sometimes w and y indicate vowel sounds, but when they do they borrow sounds that we have already accounted for above. For example, in the words happy and sky, y indicates, in the first case, the i (some say e), and in the second, ī. W designates a vowel sound in cow (we'll have more to say about the ow combination in the following paragraph.) So y and w wear two hats, just to add to the confusion.

We also would add to our phoneme list two additional sounds requiring vowels to indicate them. The first is oi--oy combination as found in the words oil and boy, and the second is the ou--ow combination as found in out and owl. These are called diphthongs, or some might say, vowel blends. Notice that oi and oy disignate that same sound, and that ou and ow stand for the same sound.

In the same way that we have consonant digraphs (one

sound), we also have vowel digraphs. Examples would be ea (each), ai (aim), oa (boat), ee (beet), ie (tie), ay (day), ei (receive). You will note that in these combinations the second element in each group is silent, and the first has the long vowel sound (ēach, āim, bōat, ets.) Since these long sounds have already appeared in our vowel group above, we need not add any new phonemes to our list of building blocks.

So far we have accounted for forty-two basic elements. Now for the forty-thirs--the schwa sound. By definition this is the "indeterminate sound of the vowel in an unstressed position". For example, in the word, a bove', the a, occurring in the unaccented position, does not have a clearly defined sound. It is more of a "tapped u" or a very short u. Moreover, in the words ta 'ken, pen 'cil, le 'mon, and cir 'cus (note that e, i, o, and u, are in unaccented syllables) the sound is the same regardless of the vowel used to indicate it. And in each case it is this very short u. This sound is called the schwa sound and is indicated by the "upside down e" or .

Let's see now how our phonemes add to make forty-three.

18	indicated by single consonant letters
6	indicated by consonant digraphs
16	indicated by single vowels letters

2 indicated by diphthongs

1 indicated by the schwa symbol

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At this point let's get some practice in taking a group of words and recording their phonemes with the correct symbols. First, we shall have to be able to hear the sounds in a word regardless of the spelling used. In the word bad for example, we hear three sounds (say it slowly) b-ă-d; in meat we hear three, m-ē-t; in bought, three, b-ô-t: in fleece we hear four, f-l-ē-s (the fl is blended, but still indentified as separate sounds) and in preened, five p-r-ē-n-d (again, the pr and the nd are blends). Remember, listen for the basic elements, then using your keys, decide which symbol signifies that sound. You can use only those symbols that occur in your list of forty-three. This is called phonetic respelling. Try these:

	Did you get?
tub	tŭb
stacks	stăks
sticks	stĭks
soak	sōk
sock	sŏk
edge	ĕdj

Let's try some more. Don't look at the answer sheet until you have finished.

1. lake
2. Luke
3. luck
4. lick
5. fox
6. purr

7. pure
8. poor
9. tube
10. boot

11. limb
12. moss
13. bough
14. wind (strong breeze)
15. fare
16. soil
17. screan
18. leaves
19. foot
20. view

21. with
22. shank
23. shirk
24. farm
25. ball
26. lives (verb)
27. lives (noun)
28. thing
29. soot
30. news

31. sale
32. soul
33. serve
34. spy
35. salt
36. thistle
37. proud
38. phone
39. plowed
40. few

We shall be ready now to do some two-syllable words.

Watch out for the schwa sound of the vowel in the unstressed postion.

41. children
42. cartoon
43. barter
44. pepper
45. bundle
46. reason
47. chipmunk
48. admire
49. wrinkle
50. lazy

51. ashame
52. certain
53 sprinkle
54. stomach
55. machine
56. secure
57. selfish
58. persuade
59. soapsuds
60. salute

Rewrite the following sentences phonetically

1. It is best to prepare for a time of need.
2. It is not only fine feathers that make fine birds.
3. When you can make better butter, put some in the batter.

Answer sheet for page of PHONICS

1. lāk
2. lu̇̈k
3. foks
4. lĭk
5. fŏks
6. pûr
7. pu̇̈r
8. pür
9. tūb or tu̇̈b
10. bu̇̈t
11. lĭm
12. môs
13. bou
14. wĭnd
15. fâr
16. soil
17. skrêm
18. lēvz
19. fu̇̀t
20. vū
21. wiſ/ſ
22 shăngk
23. shûrk
24. färm
25. bôl
25. lĭvz
27. līvz
28. thĭng
29. su̇̀t or su̇̈t
30. nūz or nüz
31. sāl
32. sōl
33. sûrv
34. spī
35. sôlt
36/ tjos ;
37. proud
38. fōn
39. plou
40. fū
41. chĭl' drən
42. kär tŭn'
43. bär' tər
44. pĕp' ər
45 bŭn' dəl
46. re' zən
47. chĭp' mŭnk
48. ăd mīr'
49. rĭng' kəl
50. lā' zĭ
51. ə shām'
52. sûr tən

53. spr˘ing' kəl

54. st˘um' ˘uk

55. mə shen'

56. s˘ kyu̇r'

57. s˘el' f˘ish

58. pər swād'

59. sōp' s˘udz

60. səl¨ut'

1. ˘It ˘Is b˘est t¨u pr˘ī-p˘ar fôr ə ŧīm ˘uv nēd.

2. ˘It ˘Is n˘ot ōnl˘ī fīn f˘eŧhərz ŧh˘at māk fīn bûrdz.

3. hw˘en ū k˘an māk b˘etər b˘utər p˘ut s˘um ˘In ŧhə b˘atər.

CHAPTER 2

PERSONAL HEALTH

HEALTH PROGRAM FOR MIGRANT CHILDREN[1]

A properly supervised health program is equal in importance to the academic studies, but in order to have this, the school (administrators and teachers) must know the community.

With the cooperation of the nurse, the class room teacher, a good health program may be developed. All students should be given physical examinations that consist of checking each child for vaccinations, skin infections, dental eavities, contagious diseases, vision, and hearing.

Records of the child's health should be kept in the office and a copy should accompany the child upon withdrawing or transferring from the school.

The teacher's role is an important one. Motivtion of students to act favorably for their own health and safety and the safetly of others is very important.

VISION

Since it is through vision that much school learning takes place, careful eye examinations should be conducted by a qualified person. Eye diseases are numerous and should be recognized at an early stage. Children having contagious eye

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[1] Mainly borrowed by permission for Sherman and Potts, LEARNING ON THE MOVE: A Guide for Migrant Education, Colorado Dept. of Education and Adams State College.

disease should be removed from school, and great care should be exercised against contagion through the common towel, the common basin, handkerchief, dirty fingers, bed clothes, public bathing suits, and swimming tanks.

HEARING

The sense of hearing is very important in life. Very few people understand that there is any direct relation between good hearing and learning, but it is a fact that poor hearing affects the child's education. The signs of possible hearing difficulty are often wrongly interpreted and the child is thought to be shy, stubborn or stupid. He does not succeed. He feels discouraged and misunderstood. We must not expect the child to tell us he cannot hear will. He has no basis of comparison to show him that he hears less than other children. The use of the audiometer is our greatest single aid in detecting hearing deficiencies.

Some cases of hearing loss can never be corrected. Fortunately hearing aids can compensate for much of the deficiency.

Some preventions of deafness and middle-ear infection:

1. The early removal of infected or enlarged tonsils or adenoids.
2. The early removal of any marked nasal obstruction.
3. Medical care for all forms of earaches.
4. Avoid exposure to excessive noise.
5. Precaution must be taken when swimming, diving, flying, etc.

Parents might be unaware of the child's defeat, but all educational instructors should have in mind that it is their responsibility to see that all children meet health requirements.

DENTAL HYGIENE

Proper care of teeth during childhood will better insure good teeth as an adult. The following should be emphasized· cleanliness, proper brushing of teeth, suitable food, repair of defects, seeing the dentist once or twice a year. This can be done by teaching of oral hygiene in the following ways: Pictures, charts, health records, brushing teeth, and ways to clean teeth without a toothbrush, such as gargling and rinsing of mouth.

The beauty of good straight teeth can be emphasized and the mental disturbance which poor, crooked teeth may cause can be mentioned.

IMMUNIZATION

The availability of immunization programs should be thoroughly and clearly explained to migrant (all) families. The dangers encountered through contagious diseases must be pointed out and the importance of being immunized against them.

Immunization programs are strengthened by teaching children that there are available public health serviees and clinics for the prevention of communicable diseases. The

classroom teacher is a valuable source person in explaining to the children the benefits and the importance in preparing themselves for seeing a doctor. This information is relayed through the children to the family, and in turn the mother knows how to prepare herself for the doctor, too.

Health records should be made for each school child in the family and given to him, so that as he goes from place to place he can show just what has been done in the way of immunization. The practice will eliminate repeated inoculations. The school should also keep a duplicate of the child's health record.

EMOTIONAL NEEDS

Children raised in the environment of poverty can be sujected to circumstances and experiences which make deep impact upon their spiritual and emotion development. A lack of knowledge and understanding by parents may create "void" area, or negative influences within the child that are not offset by the existing parental love. Some brief suggestions regarding the meeting of emotion-related needs appear in another section of this handbook.

NUTRITION

Proper food is an important health factor. It is known that a child who does not have an adequate nutrition program will normally become a "poor" student.

In school the lunchroom may be used as an educational medium for the teaching of table manners, introduction of new food, and the values of proper food.

The school's properly planned menus will provide the child with at least a third or one-half of the food needs throughout the day.

It wouldn't be necessary to plan diets if we ate the natural foods, such as milk, eggs, meat, fish, fruit, vegetables, and whole grain products,

I. Important factors of a good diet:

1. Fuel foods for energy
2. Protein foods for health and repair.
3. Minerals and vitamins for the many functions they perform.
4. Adequate liquids

II. Outline of a good basic diet:

1. Milk or milk products, Have at least two cups of milk as a beverage or in food daily.
2. Orange, tomato, grapefruie, or raw cabbage. Have oneserving of thses fruits or vegetables daily.
3. Leafy green or yellow vegetables. One or mor servings daily

4. Potatoes and other vegetables and fruits. Two or more servings.

5. Meat, poultry, fish or eggs, dried beans, peas, nuts or peanut butter may be substituted once or twice a week.

6. Whole or enriched grain products. Whole grain or enriched bread and cereal daily.

7. Butter or margerine with vitamin A added (cod liver oil is an excellent source of both vitamin A and D.)

III. Distribute eating habits are important factors of good nutrition.

1. Have regular meal times

2. Chew food thoroughly.

3. Drink plenty of water

4. Learn to eat various kinds of foods

5. Talk and think of pleasant things during the meal.

IV. The school lunch as a definite factor in maintaining child health.

1. Sufficient time should be allowed for the lunch period so that each child will have at least fifteen minutes to spend at the table.

2. Provisions should always be made for hand

washing before eating.

3. The school lunch or noon-day meal should provide the maximum daily food needs and should include a hot food or drink.

HEALTH AIMS[1]

1. To teach children to know and put into daily practice, practical rules for more safe and healthful living.

   a. Cleanliness of body, home, community

   b. Rest

   c. Proper food

   d. Fire prevention

   e. Garbage disposal

   f. How flies, lice, rodents spread disease

   g. Safety at home, school and when traveling

   to encourage politeness and cooperation

2. Films should be used to stress good health habits. They should stress posture, and proper eating habits. These are the things which we hope the children will learn.

   1. Developed desirable health habits.

   2. Recognize the need for good health habits.

   3. Recognize the need for daily health care

   4. Develope pride in personal cleanliness.

   5. Recognize the need for proper care of clothing.

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[1] Mainly borrowed by permission from Alfred M. Potts, THE TEACHERS SAY, Colorado State Department of Education.

FIELD TRIPS should be taken to places where sanitaion add cleanliness can be demonstrated.

Suggested visits:

Dairy

Cannery

Suggestions for daily programs are given here. Activity emphases relate to personal, physical and mental health development.

A. Showers

1. Aim: to teach cleanliness and the importance of keeping hair washed and combed.

2. Materials: Each child should have·

a. his own soap in a plastic bag

b. a comb labeled with adhesive tape

c. a towel which is exchanged for a clean one each week labeled with tape and safety pin

3. Comments:

a. Most of the children will like to take showers

b. They will be proud to be clean and have their hair combed.

B. Brushing Teeth

1. Aim: to emphasize importance of brushing teeth and to teach them the correct way to use their toothbrushes.

2. Methods:

a. A teacher should take the youngest three groups

before lunch

b. The older children go by themselves after demonstration of the correct way

3. Materials

a. Each child should be given a labeled toothbrush

b. Salt and soda can be used since they have this at home

4. Comments

a. The children may question the salt and soda for a few days.

C. Physical education periods

1. Aim: To try to get the children to play together, take turns, learn games they can play at home

2. Methods: Each group should have a twenty minute period of organized and supervised play with the physical education teacher each day.

3. Materials

a. Some games that maybe successful are:

1). For youngest groups

a). Cat and Rat

b). Drop the handkerchief

c). Brownies and Fairies

d). Crossing the Brook

e). Musical games such as Let your feet go tap, tap, tap, and Looby Loo

2). For middle groups

a). Squirrels in trees

b). Midnight'

c). Farmer in the Dell

d). Dodge Ball

e). Animal Chase

f). Jump the Plug or Shot

g). The games used for younger children

3). The older children

a). Beat Ball

b). Red Rover

c). Pom Pom Pull Away

d). New Orleans

e). Three Deep

f). Last Couple Out

g). Snatch

h). Streets and Alleys'

i). Prisoner's Base

j). Relays

k). Musical Chairs.

4. Comments

a. The children should enjoy the organized play

1). Instruction should be short and concise in very simple language

2). The children who speak and understand English should help explain the game to the other children.

Close attention should be given to the children by

teachers and principals to try and determine the needs physcal, psychological, social, and cultural of the children. The following outline tells of the needs that the Colorado Schools for Migratory Children determined in their "A Survey for the Needs of the Children". In this survey it was found that the needs of Migrant Children and children who are not migrants were often quite similar; the differences are in matter of degree brought on by learnings from their respective conditions of life-experiencing.

NEEDS OF THE CHILDREN	EXPERIENCES GIVEN TO MEET THE NEEDS	GROWTH OBSERVED RESULTS OF EXPERIENCES
<u>Physical Needs - Kindergarten and primary</u>		
Needs for nourishing, well-balanced meals	Mid-morning milk. Noon lunch. Discussions, filmstrips, and films, about food.	Gains in weight, better eating habits.
Need for planned rest periods - tired easitly.	Sleeping time for kindergarten children. Rest period for first and second garde children in which a film strip was used as a story time. Some evem slept. Upper primary children had a story time following the noon lunch hour.	Children seemed to learn to relax after lunch. All ended the school day in a happier more relaxed atmosphere. They appreciated and looked forward to this period
Need for a greater degree of cleanliness.	Frequent hand washin gs, daily showers, discussions about cleanliness	Children looked forward to the daily shower. Seemed more conscious of clean clothes and a clean body.
Constant observation by trained personnel.	County nurse came to school often. Checked children at camp.	Willingness to go to the nurse. They trusted her.
Need for better muscualr coordination and developement.	Room wass the center of play to encourage use of the large muscles.	Definite growth in coordination and rhythm movements.
	Rhythms - Music	
	Cutting paper, working with clay.	

Activity periods - supervised.	Active games such as playing with large balls, running and jumping rope.	Gains in skills.
Freedon of movement - choice of activity	Games requireing the use of many muscles Active play. Creative, imaginative play singing games such as: a. Farmer in the Dell b. Looby Lue c. Esta Mae Records, etc.	Showed a marked gain in smoothness of movement.
<u>Intermediate Group</u> Physical		
Adequate diet. Many came to school with no breakfast.	Recess milk and good, well-balanced meal were furnished at noon. The hot lunch was probably the only real meal some of the children had.	General gain in weight. Many times certain children were much alert after lunch then before. Headaches that developed in the morning disappeared after the recess milk was served.
Development of better muscualr coordination	Games in gymnasium, shooting baskets, Bee-Bop dancing	No noticable difference since such development is a long time sort of thing.
	Penmanship classes	No difference
<u>Social Needs - Kindergarten and Primary</u>		
1. Need to belong to a group.	Experiences involving taking	Classroom changed in charac-

2. Need to achieve. 3. Need to love and be love. 4. Need to respect the rights of others. 5. Need to respect authority. 6. Need for self-respect 7. Need opportunity for - yet not be aggressive.	turns and sharing. Pupil work frequently praised and displayed. Affection often demonstrative, displayed by teacher. This, coupled with firm, even stern discipline. Close attention to rules and the need for them. Interest in "your family, your new hairdo, your clothes, etc." - to increase child's self respect Children took turns with school jobs - some given leading lines in dramatizations. Sharing toys without quarreling emphasized. Walks were taken to the park where rules could be practiced as a group	greater respect for rules, for the rights of others. Classroom quieter. Children seemed happier, more relaxed. Children more willing to talk about themselves. Seemed to enjoy the idea of taking turns. Showed enjoyment in activities where leadership activities were practiced.
8. Need to learn to listen	Sharing time. Listen to others. Listen to teacher.	Listening better than at the first of the term
9. Need to learn to work and play with others	1. Worked and played in groups 2. Shared with others in group 3. Work without disturbing others 4. Weekly room parties. 5. Program given stressing a. Table manners b. Party etiquette	Could see improvement after days of group play periods in room. Better during parties than at daily lunch table.
10. New students need security, love, encouragement, and acceptance.	1. Have materials ready so that a new child's entrance does not become an emergency	All new children seemed to feel at home.

	2. Counsel with children in room so that they will know what to do to make new students feel welcome.	Quarreling dominished a great deal.
	3. Make effort for new child to find his place in the whole class, his small group and individual activities.	
11. Stories they can interpret in terms of their own experience.	Filmstrips - fairytales: Drakes Tail Red Riding Hood 1 Three Little Pigs, etc.	More expressions of courtesy such as, "Excuse Me". Desire to get along and do the right thing.
<u>Social Needs-</u> <u>Intermediate</u>		
1. Learn to accept other people. (Spanish and Anglos had trouble.)	Played together, ate together classes divided so that there were always Anglos and Spanish-American children in the same room. Film - "This is My House" shown. Many discussions carried on.	Less "chip on the shoulder" attitude even though the majority segregated itself.
2. Need to associate with children other than those from the same family and/or descent.	Worked on different project as a group so that all were on as equal terms as possible. One boy expelled; another boy	Intermediate children has settled down very well by August 8.

	sent home	
3. Socially approved table manners.	Pre-lunch discussion about table manners.	Considerably less real loud talking. Situations better, but still much to be desired.
4. Need to learn to work and play together.	Recess - Bee-Bop Spanish and Anglos danced together. Some children allowed to play in the gymnasium with balls. Tried to divide younger and older groups to eliminate danger of accidents.	By the fourth week, the quarrelling had diminished. Trouble seemed to crop because of difficulties at the Labor camp. Settled down by the middle of the week.
Academic - Primary 1. Books and stories to enjoy and opportunity to listen as well as talk.	1. Read and told many stories. When using flimstrips, the children told parts of the stories. Children helped tell stories.	Marked growth in attention.
2. Freedom to ask questions and help in answering.	1. Developed rapport with child so that he felt willing to ask questions	Children adjusted themselves very well.
3. Help in developing speech patterns and overcoming language difficulties.	1. Oral language, conversation	Time very short to judge-takes a great deal of time and practice.

	2. Sharing time. 3. Opportunity to express opinion. 4. Children tell stories.	
4. Manipulation activities which involve problems solving.	1. Puzzles used. 2. Finger plays 3. Building blocks used. 4. Paper cutting 5. Finger painting and other painting. 6. Dramatizations.	Improvement noticeable.
5. Opportunity to express success.	1. Creative experience to express feelings. 2. Many outlets used - Music, art, playtime, dramatizations.	Many used ability to go ahead Criticism not felt so much.
6. Varied group experiences to build a common background	1. Dramatization 2. Singing games 3. Parties 4. Films, filmstrips	All children participated. At the beginning some older boys held back, but finally joined the group.
7. Need to assume responsibilities (academic) without pressure	Routine within the room in academic activities.	Following routine easier and more habitual.
8. Need encouragement, praise and patience in confusion of inaccuracies.	1. Keep work within capacities to give feelings of success. 2. Errors kept at a minimum. 3. Criticism constructive.	Work efforts good - not afraid to be wrong.

9. Need activities to express themselves creatively	Used media - clay, paint, paper, cloth, etc.	School room activities enjoyed.
<u>Academic - Intermediate</u>		
1. Need to gain proficiency in tool subjects and fundamentals.	1. Phonetic exercise along with reviews. Language exercises including spelling. Reviewed sentences, nouns, verbs, adjectives, and some adverbs. 2. Taken through basic reading at child's level. As many as five reading levels.	Some recall was noticeable only after a great deal of prodding questions. Good progress noted. Lower intermediate groups responded well and enjoyed reading program.
2. Fundamentals of arithmetic - fractions, multiplication, addition, subtraction, and division.	Reviewed all phases of arithmetic through sixth grade. Did a great deal of fractions since pupile felt greated need for help. (<u>Used Making Sure of Arithmetic</u>.)	Showed very little, if any progress. Understanding fundalmentals did not insure ability in problem solving.
4. Need greater reading skills.	Started pupils in materials that they could read. Older children enjoyed the transition book between third and fourth grade, <u>Just Imagine</u>. Anything above fourth grade level was difficult for most of the children. Used <u>Reader's Digest Skill Builders</u>	Some progress. Showed growth in enjoyment of reading if it was not too difficult.

Need to change attitudes toward academic field.	Opportunity to do work where success was possible.	Not much change of the ages that needed to change. The ones who are far behind just don't care. This is probably due to enviroment.
Greater understanding of other people's problems.	Used filmstrips, and films related to other people's occupation, and how other people live in different areas.	Showed a great deal of interest especially in people working in industry.
	In studying social studies, films and filmstrips accompanied by Reader's Digest Skill Builders proved most effective.	
Health		
Need to practive healthful habits and to develop better attitudes toward health.	Discussion concerning washing, bathing, care of food, and a good diet. Showed films and filmstrips about the care of the body and about proper diet. Discussed the daily meal and recess mild and the values of a balanced diet.	Frank discussions concerning the operation of the body and how to keep well. Some progress noted in washing before meals, grooming hair and general cleanliness.

CHAPTER 3

VALUES SYSTEM

CONTRADICTORY RULES IN THE AMERICAN VALUE SYSTEM

Dr. Robert S. Lynd, Princeton University Book: Middletown in Transition, Harcourt-Brace & Co.; New York

This brief list of contradictions drawn by Lynd from his study of "Middletown" will serve to make clear by example, how we create a duality in our foundational standards for life-behavior judgements.

1. The United States is the best and greatest nation on earth and will always remain so.

   But: Not unless we work at it.

2. Individualism, "the survival of the fittest", is the law of nature and the secret of America's greatness; and restrictions on individual freedom are un-American and kill initiative.

   But: No man should live for himself alone, for people ought to be loyal and stand together and work for common purposes.

3. The thing that distinguishes man from the beasts is the fact that his is rational: and therefore man can be trusted, if let alone, to guide his conduct wisely.

   But: Some people are brighter than others; and, as every practical politician and businessman knows, you can't afford simply to sit back and wait for people to make up their minds.

4. Democracy, as discovered and perfected by the American

people, is the ultimate form of living together. All men are created free and equal, and the United States has made this fact a living reality.

But: You would never get anywhere, of course, if you constantly left things to popular vote. No business could be run that way, and of course no businessman would tolderate it.

5. Everyone should try to be successful.

But: The kind of person you are is more important than how successful you are.

6. The family is our basic institution, and the sacred core of our national life.

But: Business is our most important institution, and, since natioanl welfare depends upon it, other institutions must conform to it's needs.

7. Religion and "the finer things of life" are our ultimate values and the things all of us are really working for.

But; A man owes it to himself and his family to make as much money as he can.

8. Life would not be tolerable if we did not believe in progress and know that things are getting better. We should, therefore, welcome new things.

9. Hardwork and thtift are signs of character and the way to get ahead.

But: No shrewd person tries to get ahead by just working hard, and nobody gets rich nowadays by pin-

ching nickels. It is important to know the right people. If you want to make money, you have to look and act like money. Anyway, you can only live once.

10. Honesty is the best policy.

    But: Business is business, and a businessman would be a fool if he din't cover his hand.

11. American is a land of unlimited opportunity, and people get pretty much what's coming to them in this country.

    But: It is a bad policy to pay higher wages than you have to. If people don't like to work for you for what you offer they can go elsewhere.

12. Capital and labor are partners.

    But: Of course, not everyone can be boss, and factories can't give jobs if there aren't jobs to give.

13. Education is a fine thing.

    But: It is the practical men that get things done.

14. Science is a fine thing in its place, and our future depends upon it.

    But: Science has no right to interfere with such things as business and our other fundamental institutions. The thing to do is use science, but not to let it upset things.

15. Children are a blessing.

    But: You should not have more than you can afford.

16. Women are the finest of God's creatures.

But: Women aren't very practical and usually are inferior to man in reasoning power and general ability.

17. Patriotism and public service are fine things.

But: Of course, man has to look out for himself.

18. Poverty is deplorable and should be abolished from this country.

But: There never has been enough to go around and the Bible tells us that "The poor you have always with you".

19. Our Judical system insures justice to every man.

But: A man is a fool not to have the best lawyer he can afford.

2o. No man deserves to have what he hasn't worked for. It demoralizes him to do so.

But: You can't let people starve.

The weight given to each will vary with circumstances and from one social calss to another. And yet American society goes along with a considerable degree of order.

How is this so? "This is possible because the society is so compartmentalised and men are capable of carrying contradiction around in their heads, acting first on one principle and then on its opposite without the slightest awareness of the inconsistency."

The processes of cultural inheritance have laid down de-

posits in American culture from the great epochs of hisroey. These deposits give rise to conflicting rules of conduct and contrasting personal and social orientations.

As a result, at the very time when the American people are involved in building a consistent life perspective, they are thrust inot new social circumstances which invalidate many of the very principles that are in the process of assimilation.

The core of the American system of values underlies most of the basic institutions of the nation. It is the ultimate justification of the public school system.

Theis core of values leads not only to the belief that every individual can profit from an education, but also to the belief that everyone is entitled to the fullest personal development.

The question: What is the school's role in value learning and acceptance by each new generation?

Which Method?: A. To teach specifically selected values that past and present generations have found "goog"?

B. To prepare the child with consciousness of "value" and ability to develop his own value system?

MAJOR OPERATIONAL VALUES OF OUR SOCIETY[1]

In living today with any degree of cultural competence a child having disadvantage must learn to develop and respect certain operational values important to himself and characteristic of the society.

1. Prominent among these is the need to retain within a child his own cultural heritage, for this is what he should pass on to his own descendents and contribute to society as a whole. It is his distinctive contribtuion.
2. Along with that, he should be encouraged to cultivate the personal independence characteristic of the total American heritage in all its roots. This is particularly desirable because of a rising tendency to rely on government aid when this is not always necessary.
3. Surely, this child will find it usefull to develop his capacity for group cooperation in improving living conditions wherever he is, just as the workers cooperate in the field or in the factory to accomplish their tasks.

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* Editor's note; The astute student will recognize in this section reference to beliefs, as in Nos. 3 and 6, as well as to value principles. The value acceptances, too, will be noted as relating to the accepted "way of life", in this instance, the American way. Though there is a commonality in the basic human code among many of the world's
(continued)

4. His awareness of others and concern for their welfare is definitely a part of his development toward maturity and if he is encouraged to develop with such an attitude, his own life should be happier and more complete.

5. Perhaps the most striking characteristic of our time is the constant change taking place in social relations, in methods of work, and in the toold we employ. If the child of disadvantage can be educated to respond to frequent changes within his classroom and his total environment, he will be better prepared for his part in the life of tomorrow.

6. The child should be helped to see what he can contribute to our society not only in work, but in freedom, in strength and in breadth of vision. To do this he should learn to observe the country and the people, to appreciate natural beauty in the earth and sky and give thought to the needs of those who inhabit it.

Editor" note con't cultures, it cannot be said that there are universal values that are acceptable in all cultures.

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[1] Mainly borrowed by permission from Sherman and Potts PROVIDING OPPORTUNITIES FOR DISADVANTAGED CHILDREN, Colorado State Department of Education.

7. He should learn to use money to his advantage, both in respect to the present and to the future. This could be accomplished through invested savings. He should be taught the benefits and the dangers of the American credit systems, in order to aid his development into an economically responsible person.
8. A child lacking advantage should be made aware of his rights and responsibilities as a citizen, He should be taught to vote and to fully exercise his political privileges.
9. He should rejoice in the increasing national interest in civil rights and common needs and respond with love for his country and respect for its laws. He should learn that "American Democracy" operates most effectively when everyone also understands and follows the unwritten codes of our system.
10. He should be able to communicate freely with all types of people throught increasing facility in speech, in readinf and writing. Functional literacy is an essential element of successful social functioning.
11. In order to become a socially adaptable person within the framework of the American and World societies, happy and free of emotional disturbances, the disadvantaged child must learn to be socially acceptable to his contemporaries. Since his home environment is the key, influential force in his life

prior to entering school, his range of behavior alternatives will be limited due to varying degrees of cultural value-interpretaion found in his family background.

12. Last and highly important there is his need to cherish and be cherished within his family, where he should be encouraged to seek understanding of ethical values. It is the responsibility of the educator to assist the student in overcoming any handicaps of his social and economic background and to implement this background in such a way as to bridge the cultural gap between family and community. This will not be easy as the student may suffer frequent rejection due to both an environmental-stigma and stigmas from elements of his basic culture held unacceptable within the larger society.

LEARNING TO DO THE BEST FOR SOCIETY

All Americans should have an understanding of the values accepted by the society, as well as understanding of the history, the government and functional politics. They should strive to "learn to recognize all men as brothers, whether they live across the sea, across the country or across the street". All must work to raise the standards of living among those within our borders.

Many boys and girls lack skills and experience in the use of tools and construction materials. Aside from the general educational value of developing skillful hands and the ability to solve problems intelligently in the use of materials, this learning offers boys and girls, as well as their parents, ways to improve the convenience, safety and attractiveness of their homes. Mechanical adaptability is needed if they are to be able to handle machinery and tools in any of numerous job situations.

Opportunities tolearn about tools and materials properly should be offered through the entire school program. Children should also be introduced to the use and the care of simple machines. All of these skills can be integrated with other subjects, as much actual learning takes place while children are participation in these activities.

School can make a difference in the way children live, and in the way families live. Learning for better living has

special importance and urgency for disadvantaged children, because so many of them take on the responsibilities of home management at an early age.

Adolescence may be a particularly difficult time for the disadvantaged child. His awareness of the world around him has increased. His resident peers are slower to accept his as he adjusts to more affluent norms. His attitudes toward life and society are being fixed. Expansion of his attitudes, knowledges, and abilities should keep ahead of the increased challenges he meets. Thus, cultural preparedness may help to keep him in school.

V A L U E

1. What is the meaning of a Value System?

A Value System is the rules of conduct by which people in a society shape their behavior and from which they derive their hopes.

The functions of a Value System are:

(1) It supplies the individual with a sense of purpose and direction.

(2) It gives the group a common orientation and supplies the basis for individual action and for unified, collective action. (Editorial Note: It establishes the foundational set of standards upon which human judgements, decision, and actions can be predicated

(3) It serves as a basis for judging behavior of individuals.

(4) It enables the individual to know what to expect of others as well as how to conduct himself.

(5) It fixes the sense of right and wrong, fair and foul desirable, oral and immoral. (Editorial Note: It ought to indicate the principles that society and the socital member accept as what should constitute the "good" and the "bad"/

2. What is the core of the American system of Values?

It is a core of commonly accepted working principles. A nation must have a strong unity and a basic homogenity and stability in its valuations.

Americans of all national origins, classes, regions, creeds, and color, have something in common; a social ethos, a political creed and an American creed.

The heart of the American Value System is faith in and respect for the common-man — that is, for the individual irrespective of his religion, color, occupation, political views, or social position. Respect for the indivaidaul does not mean that anyone is free to exploit his fellows, whether through the subtle processes of the industrial and economic systems or by the more obious processes of outright suppression by physical forces.

Faith in, and respect for the common man has at least four interrelated meanings, all of which are essential parts of the central concept;

(1) the physical and cultural conditions into which an individaul is born shall be such as to enable him to develop to his fullest capacity.

(2) An individual shall share in the formulation and fulfillment of the policies and programs under which he shall live and work.

(3) An individaul shall not be used merely as a means to the ends desired by others or to put the same idea positively, the individual shall share in determining the ends he shall serve as well as the means he shall employ.

(4) An individaul shall not be required by social circumstances to live in a state of chronic economic insecurity.*

3. What is "Value"?

Perry, Ralph Barten, Realm of Value: A Critique of Human Civilization, Harvard University Press, 1954

The question, "What does value mean?" is not the same as the question "What things have value?" Though the two' questions are often confused, the difference is evident when attention is called to it. -- The statement that peace is a condition in which societies abstain from the use of violence in settling their disputes, is different from the statement that the world is (or is not) now

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*From the book, Fundamentals of Curriculum Development by Smith, Stanier, and Shores.

at peace. Similarly, a statement such as is proposed below of what value is, differs from the statement that peace is valuable.

If the second of each of these pairs of statements is to be definitive and accurate, it is clearly advisable to have in mind the first. If, in other words, one is to know, whether peace is or is not valuable, it is well to know what 'valuable' is: in other words, to know what it is that is stated about peace when it is stated that it is valuable. But while the question raised by the second statement depends on an answer to the question raised by the first, the two questions are not the same question. And it is the first question with which the present inquiry is primarily concerned. In other words, theory of value ascribes value to things only in the light of what 'value' means.

... there is no---established and universal meaning. Different people mean different things in different contexts. The problem is not to discover a present meaning -- there are only too many meanings.

The problem is not solved, however, by simply enumerating these many meanings. This job is already done by the unabridged dictionaries which list, in fine print, all the varieties of meaning which appear in literature and ordinary speech. THE PROBLEM IS TO DEFINE, THAT IS, GIVE A MEANING TO THE TERM, EITHER BY SELECTING FROM ITS

EXISTING MEANINGS OR BY CREATING A NEW MEANING

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Acording to the definition of value here proposed, A THING __ ANY THING__ HAS VALUE, OR IS VALUABLE, IN THE ORIGINAL AND BENERIC SENSE WHEN IT IS THE OBJECT OF AN INTEREST __ ANY INTEREST or WHATEVER IS OBJECT OF INTEREST IS IPSO FACTO VALUABLE. Thus, the valuableness of peace is the characteristic conferred on peace by the interest which is taken in it, for what it is, or for many of its attributes, effects. or implications.

Value is thus defined in terms of interest, and its meaning thus depends on another definition; namely, a definiton of interest. The following is here proposed: Interest is A TRAIN OF EVENTS DETERMINED BY EXPECTATION OF ITS OUTCOME; or A THING IS AN OBJECT OF INTEREST WHEN ITS BEING EXPECTED INDUCES ACTIONS LOOKING TO ITS REALIZATION OR NON_REALIZATION. Thus, peace is an object of interest when acts believed to be conducive to peace, or preventive of peace, are performed on that account, or when events are selected or rejected because peace is expected of them.

Both of these definitions require clarification add elaboration; but these summary statements will suffice for the present purpose of indicating the criterion by which the definitions are to be justified. These criteria are three in number; namely, LINGUISTIC, FORMAL AND EMPIRICAL. When the definition is challenged, it

must defend itself on three grounds; its use of words the clarity, definiteness tenability, and fruitfulness of the concepts which it employs; and its capacity to describe certain facts of life to which it refers, and by which it is verified. This defintion is designed, in other words to be at one and the same time, a nominal definition, and abstract of A PRIOR definition and a "real" defintions.

Randomly selected definition of Value fwom the literature

albig, William, Modern Public Opinion, New York, McGraw-Hill Book Company, Inc., 1956

Arustine, Doanld G. "Some Problems in Teaching Values," Educational Theory, XI (July 1961) pp. 185-161.

"Values are kinds of beliefs or convictions that guide choices... A value is the direct feeling of liking or disliking of approving or disapproving. Evaluation on the other hand, is a conscious, intellectual, discursive process in which consequences of choices or actions are consciously weighed.

Bartky, John A., Social Issues in Public Education, Boston, Houghton Mifflin Company, 1963.

"The Problem of Moral, Spiritual, and Democratic Values" is the title of Chapter 15.

Bartky is concerned with the teaching of values by the public school. He asks what is to be taught as moral common spiritual, and democratic values? He states that values

differ from individual to individual and institution to institution. He states, "Values are of no significance unless thy are followed by consistent behavior." (p.240)

Bell, Earl H., Social Foundations of Human Behavior, New York, Harper and Brothers,]96].

Values are the worth individuals (communities, groups, et cetera) assign to those things, or institutions which most satisfy the individual's felt needs.

Myrdal, Cunnar, Value in Social Theory; A selection of Essays on Methodology, New York, Harper & Brothers]958.

"The term 'value' has, in its prevalent usage a'loose meaning. When tightened, it is gernerally taken to refer to the object of valuation, rather than to the valuations themselves. Unfortunately, it has a connotation of something solid and homogeneous while our hypothesis is that valuations are conflicting. We shall avoid using the term 'value'. The term 'attitude' has the same connotation of solidity. (p. 77)

Odom, Howard W., American Sociology, New York Longmans, Green and Company, 1951

Values are the desires and ideals men hold to be the principle matters of human concern in all the activities in which they engage -- economic, cultural, social political and religious.

Sherif, Musafer and Caroline Sherif, An Outline of Social Psychology, New York, Harper and Brothers, 1956.

Values are those qualities an individual uses in organizing or accepting influences impinging upon him. Because of this and because the particular patterns of influences any individual faces in his life -- history differs from that of others -- his values are distinct to the individual.

Wirth, Arthus G., "Values for Educators", Educational Leadership, XVIII (May 1961) pp. 493-496

"Values contain our conception of what makes life good."

Zetterberg, Hans L., Social Theory and Social Practice, New York, The Edminster Press, 1962

Values are differences in opinion of individuals and institutions of worth of riches, power, holiness, education taste, or virtue, in their needs and satisfactions.

VALUE SYSTEMS AS FOUNDATION TO CULTURE

Albig, Quilliam, Modern Public Opinion New York, McGraw-Hill Book Company, 1956, p. 243

The values, standards and ideas that are incorporated in the individual's attitudes are, for the most part, products of the culture in which he is involved. Shifting values determine the objects of censorship.

Bell, Earl H., Social Foundations of Human Behavior, New York, Harper and Brothers, 1961, p. 399

Values define the purposes of life and the means of achieving them. It is values which give more prestige

to some occupations than others. The people who perform the same activities or who occupy the same prestige level in a stratification system evolve a distinctive set of value orientations. For instance, businessmen value individual initiative, ambition, and social skills...This has developed into the theory of the economic man. Factory workers, however, value cooperation and manual skill.

Cox, Phillip W.L. and Blaine E. Mercer, Education in Democracy: Social Foundations of Education. New York, McGraw-Hill Book Company, Inc., 1961 p. 48.

Every individual belongs to many groups. Often these groups vary significantly in what they value and approve. The family and the gang, the church and the night-club set, the art coterie and the football team, are unlikely to regard the same traits and accomplishments. The individual meets such dilemmas by differentiated behaviors, each adapted in some degree to the specific group's pattern of approval. The challenge to adaptability is further complicated by the fact that each group may have different valuations under different circumstances--the family entertaining guest, the football team at a victory dinner, the art coterie holding a dance.

Hunt, Mate Graye, Values Resource Guide, New York American Association of Colleges for Teacher Education, 1938

Some values Hunt lists:

self-reliance	tradition
tolerance	work
unselfishness	supreme being
patriotism	courage
self-discipline	appreciation of others.

Kluckholm, Florence R., Strodback Ered L. et al., Variations in Value Orientation. Row, Peterson and Company, 1961

"Value orientations may be defined as evaluative principles inclusive of both cognitive and affective elements which give order and direction to human acts and thoughts in the solution of common human problems. The crucially important aspect of these principles is their directionality--a directionality which varies from culture to culture.

Miller, Stuart C., "The Interdisciplinary Approach to Teaching Social Studies", Social Education April 1964 pp. 195-99

Social Values - "Emotionally charged preferential list of cultural products, standards, or ideas which the people of a society prize not only for themselves, but for the group and the descendants of that group".

Social Institutions - "...forms groups engaged in behavior directed at meeting the basic needs of man and society."

Spicer, Edward H. Human Problems in Technological Change,

A Case Book, New York, Russel Sage Foundation, 1952

Mr. Spicer was on assignment to develop the agricultural economy in Peru. He found that in the system of values of the community, corn quality, was more important than corn quantity. He proceeded on the belief that increased farm production was the only important factor involved. He soon learned that their food habits and the use of their farm products could not be ignored.

Washburne, Norman F. Interpreting Social Change in America, New York, Doubleday and Company, Inc., 1954 p.4.

Values determine what is good, what is bad, better, and worse, what is right and wrong among alternatives men face. There are many courses man can take in the process of getting a living, one of them being the practice of taking living from those who have it already, not bothering to work for it themselves. The fact that most men do not follow this course is due in large measure to the general belief among people that it is wrong to steal from others. This belief is part of our value system. Similarly, me must make decisions about what kinds of things they want and what the are willing to give up for them. Usually, men are not able to have everything they want; they live in a world of scarcity. Therefore the relative worth of various goods must be

decided. These decisions are also determined by the value system of the society.

Wirth, Arthur G. "Values for Educators", Educational Leadership, XVIII (May 1961), p, 43.

Values determine what we shall do with our lives. Values contain our conception of what makes life good. We use our life energies of pursue them. We confront a first-order difficulty if we are in trouble with values; if we are pursuing destructive, false values; if we are confused or in conflict about values; if we have lost confidence and are indifferent about them.

Victor Frank, a man of the twentieth century, whose life and thought were tempered by years in concentration camps, thought deeply about the problem of values and has suggested three categories of values that are accessible to all:

1. Men can give meaning to their lives by realizing creative values - by assaying, working, building, planning, executing. These may range from the performance of similiar daily acts like planning work for tomorrow's class to rare, trail-blazing breakthroughs such as Einstein's formulation of the equation $D=mc^2$.
2. Men can realize experimental values by receptivity toward the world in surrender to the beauty of

nature or art. This is the mode of appreciation and contemplation.

3. There are attitudinal values, or the ways in which man brings himself to handle the unmanageable or tragic situations in his life.

By seeing oneself as representing an expression of the creative processes of the universe with the capacity to create and realize values, and as having the responsibility to do so, means that one can live from a base of deep honor and respect for what is represented in oneself and all other men. While living more and more from this base of self-acceptance and self-respect, one is freed from the enervating need to please others, to pursue "success" as defined by the social system. One's essential task becomes then simply to be what he can be, to do what he can do, to honor what he sees through his own eyes and to say truthfully what he sees-- to live authentically. And he must resist factors which exert pressure on him to live othervise.